



## Bell Street Middle

600 Peachtree Street  
Clinton, SC 29325

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	686 Students	
<b>Principal</b>	Josie Kate Hauptfear	864-833-0807
<b>Superintendent</b>	Dr. David O'Shields, Interim	864-833-0800
<b>Board Chair</b>	Linda Darby	864-833-5773

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

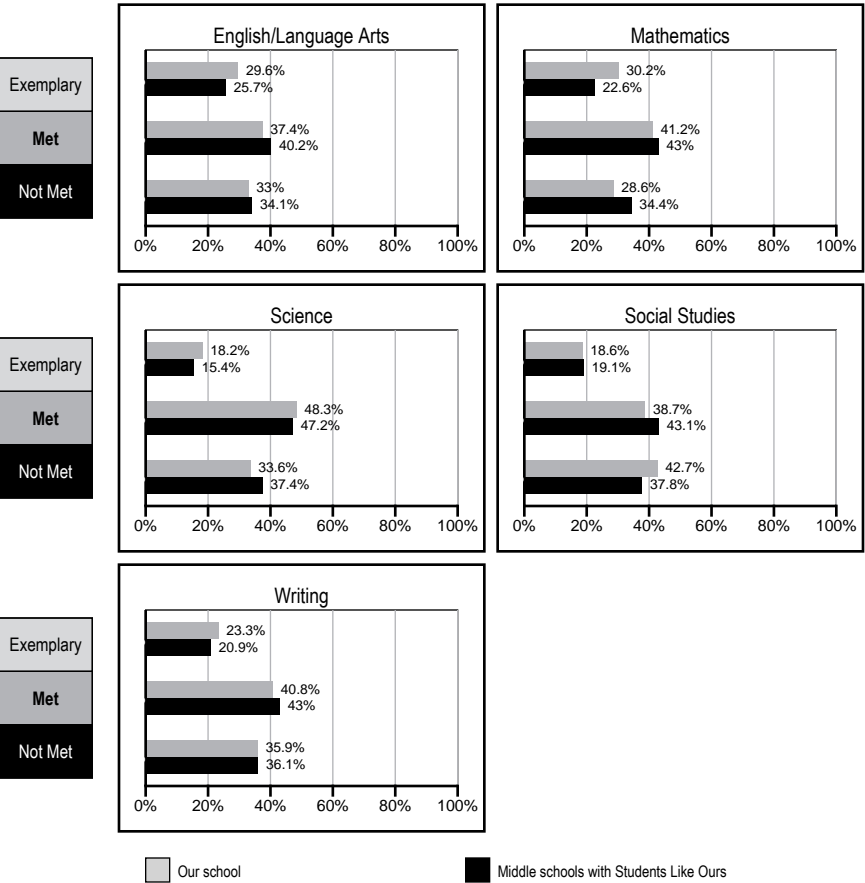
98.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	33	9	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	95.0%
English 1	100.0%	94.0%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	94.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=686)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	11.4%	Up from 9.0%	18.3%	21.6%
Retention rate	0.7%	Down from 1.0%	1.5%	1.2%
Attendance rate	95.1%	Up from 94.7%	95.5%	95.9%
Eligible for gifted and talented	14.8%	Up from 14.3%	14.7%	14.8%
With disabilities other than speech	16.5%	Down from 19.2%	13.8%	12.6%
Older than usual for grade	1.6%	Down from 2.9%	3.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.1%	1.0%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	55.6%	Up from 42.4%	56.1%	56.9%
Continuing contract teachers	82.2%	Down from 84.8%	71.8%	72.7%
Teachers with emergency or provisional certificates	4.7%	Down from 6.5%	5.7%	5.3%
Teachers returning from previous year	81.7%	Down from 83.0%	80.5%	82.9%
Teacher attendance rate	96.5%	Up from 95.7%	95.3%	95.2%
Average teacher salary*	\$45,812	Up 6.8%	\$45,974	\$46,599
Professional development days/teacher	7.8 days	Down from 10.5 days	10.5 days	10.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	25.0 to 1	Down from 25.5 to 1	19.5 to 1	20.1 to 1
Prime instructional time	90.1%	Up from 88.7%	90.1%	89.9%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.4%	Down from 97.7%	98.1%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,270	Up 15.6%	\$7,791	\$7,645
Percent of expenditures for instruction**	55.5%	Down from 56.9%	64.2%	63.4%
Percent of expenditures for teacher salaries**	50.7%	Down from 52.7%	56.8%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2008-2009 school year at Bell Street Middle School has been a year of growth and accomplishments. Martha Dendy 6th Grade Center transitioned into the 6th Grade Center at Bell Street Middle School adding approximately 200 students and 8 teachers to our school community. The addition of 6th grade has been positive for our school. The effective planning by administration, teachers, parents, students, and district operations staff helped to set the foundation for a productive school year.

Three goals for the school year included the development and implementation of pacing guides for all four subject areas, to increase communication from the school to parents and community members, and to put into practice small group instruction in Math and English Language Arts.

Pacing guides for the four core subject areas were developed and benchmark assessments were administered to all students in grades 6-8 each nine weeks. The results of these assessments were used during professional development with teachers to improve classroom instruction.

The principal regularly sent parent and community emails to keep parents informed of happenings at our school. A new digital school sign was purchased and installed to insure families had up-to-date school information. Monthly grade level newsletters were sent home to inform parents about classroom and school events. School Improvement Council meetings were held throughout the year. A special committee of parents was formed to support Student Recognition ceremonies each nine weeks. Receptions held after each ceremony were sponsored by parents.

The teachers began the school year with professional development in using Kagan structures to engage students in the classroom. Students were placed in flexible groups for 15 to 30 minutes each day in Math and English Language Arts. These small groupings allowed teachers to provide clarification for students, address common weaknesses, or accelerate advanced students. Teachers and administrators were also trained in the Time to Teach model to reduce the number of discipline referrals and classroom disruptions.

This year was the first year of District 56 Academy. The Academy provides a smaller learning environment for students who are struggling socially, academically, or behaviorally at Bell Street Middle School. During the 2008-2009 school year, the Academy served approximately 50 students in grades 6-8.

The Bell Street Middle School Science Olympiad team won the state championship for the 7th year in a row! The SC State Board of Education recognized our school's team for their academic excellence and accomplishments at the end of the year 8th grade Promotion Ceremony.

We are so proud of our students at Bell Street Middle School and look forward to building upon the goals and accomplishments of the 2008-2009 school year.

Maureen S. Tiller, Principal  
Tammy Stewart, SIC Chair 2008-2009

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	50	191	69
Percent satisfied with learning environment	93.9%	60.7%	82.8%
Percent satisfied with social and physical environment	94.0%	65.4%	70.3%
Percent satisfied with school-home relations	69.4%	87.4%	70.1%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	670	99.7	32.7	37.5	29.9	76	80.2	82.8	Yes	Yes
<b>Gender</b>										
Male	320	99.7	39.2	32.5	28.3	68.8	74.5	79.3	N/A	N/A
Female	350	99.7	26.5	42.2	31.3	82.8	86	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	367	99.7	24.8	36.3	38.9	83.1	87.5	89.5	Yes	Yes
African American	274	99.6	42.2	39.9	17.9	66.5	69.6	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	24	100	47.8	26.1	26.1	69.6	73.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	114	100	76.1	16.5	7.3	34.9	52.1	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	47.4	31.6	21.1	68.4	73.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	471	99.6	40.5	39.6	19.9	69.9	74.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	670	99.7	30.8	43.5	25.7	78.8	77.2	78.9	Yes	Yes
<b>Gender</b>										
Male	320	99.7	34.4	39.2	26.4	73.6	73.6	77	N/A	N/A
Female	350	99.7	27.4	47.6	25	83.7	80.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	367	99.7	21.7	44.8	33.5	85.6	84.9	87.2	Yes	Yes
African American	274	99.6	42.6	44.5	12.9	70	65.5	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	24	100	43.5	21.7	34.8	69.6	76.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	114	100	71.6	24.8	3.7	37.6	45.8	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	42.1	21.1	36.8	73.7	73.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	471	99.6	38.5	43.8	17.7	72.8	71.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	445	99.8	33.2	48.6	18.2	66.8	62.5	67.5
<b>Gender</b>								
Male	217	100	35	44.4	20.6	65	60.7	67
Female	228	99.6	31.3	52.8	15.9	68.7	64.5	68
<b>Racial/Ethnic Group</b>								
White	245	100	23.3	52.1	24.6	76.7	74.1	79.5
African American	185	99.5	47.5	43.5	9	52.5	43.5	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	13	100	23.1	61.5	15.4	76.9	75.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	79	100	72	25.3	2.7	28	27.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	81	59.6
<b>Socio-Economic Status</b>								
Subsided meals	317	99.7	41.7	47.7	10.6	58.3	53.5	55.1

**Social Studies**

All Students	447	100	42.7	38.7	18.6	57.3	63.7	72.3
<b>Gender</b>								
Male	216	100	45.3	33	21.7	54.7	62.5	71.5
Female	231	100	40.2	44.3	15.5	59.8	65	73.2
<b>Racial/Ethnic Group</b>								
White	248	100	34.4	38.6	27	65.6	72.4	80.7
African American	177	100	53.8	39.1	7.1	46.2	51.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	18	100	52.9	41.2	5.9	47.1	53.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	75	100	78.1	19.2	2.7	21.9	38.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	16	100	50	43.8	6.3	50	60.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	313	100	53	36.3	10.7	47	55.3	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	669	99.7	35.9	40.8	23.3	64.1	65.8	70.2	95.1	95.3
<b>Gender</b>										
Male	323	99.4	42.7	38.9	18.5	57.3	59.4	63.2	94.8	95
Female	346	100	29.6	42.7	27.8	70.4	72.4	77.5	95.3	95.6
<b>Racial/Ethnic Group</b>										
White	368	99.5	27.7	40.3	31.9	72.3	73.6	79.1	94.5	94.9
African American	274	100	47.2	41.5	11.3	52.8	53.7	57.6	95.7	95.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.2	98.3	97.9
Hispanic	22	100	40.9	36.4	22.7	59.1	71.1	62.6	95.3	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
<b>Disability Status</b>										
Disabled	115	99.1	88.1	9.2	2.8	11.9	23.4	26.1	93.2	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	42.1	36.8	21.1	57.9	65.8	61.2	96.5	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	469	99.6	44.5	39	16.4	55.5	57.8	58.9	94.5	94.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	206	99	28.3	40.4	31.3	71.7
	7	224	100	32.7	36	31.3	67.3
	8	240	100	36.3	36.3	27.4	63.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	206	99	23.2	46.5	30.3	76.8
	7	224	100	29.4	47.7	22.9	70.6
	8	240	100	38.5	37.2	24.4	61.5
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	100	99	43.3	44.3	12.4	56.7
	7	224	100	27.1	51.9	21	72.9
	8	121	100	35.9	46.2	17.9	64.1
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	104	100	24	55	21	76
	7	224	100	49.5	33.6	16.8	50.5
	8	119	100	46.2	34.2	19.7	53.8
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	208	99.5	39.4	37.9	22.7	60.6
	7	219	100	35.2	45.1	19.7	64.8
	8	242	99.6	33.5	39.5	27	66.5

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample